

# An Introduction to Planning, Conducting, and Managing Your Program Evaluation

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Presented to EPA PEC Participants

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# Presentation Goals

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- Participants will:
  - Understand the purposes, processes, and uses of program evaluation
  - Learn the basics to become evaluation practitioners and consumers
  - Identify key facets of managing the evaluation process.

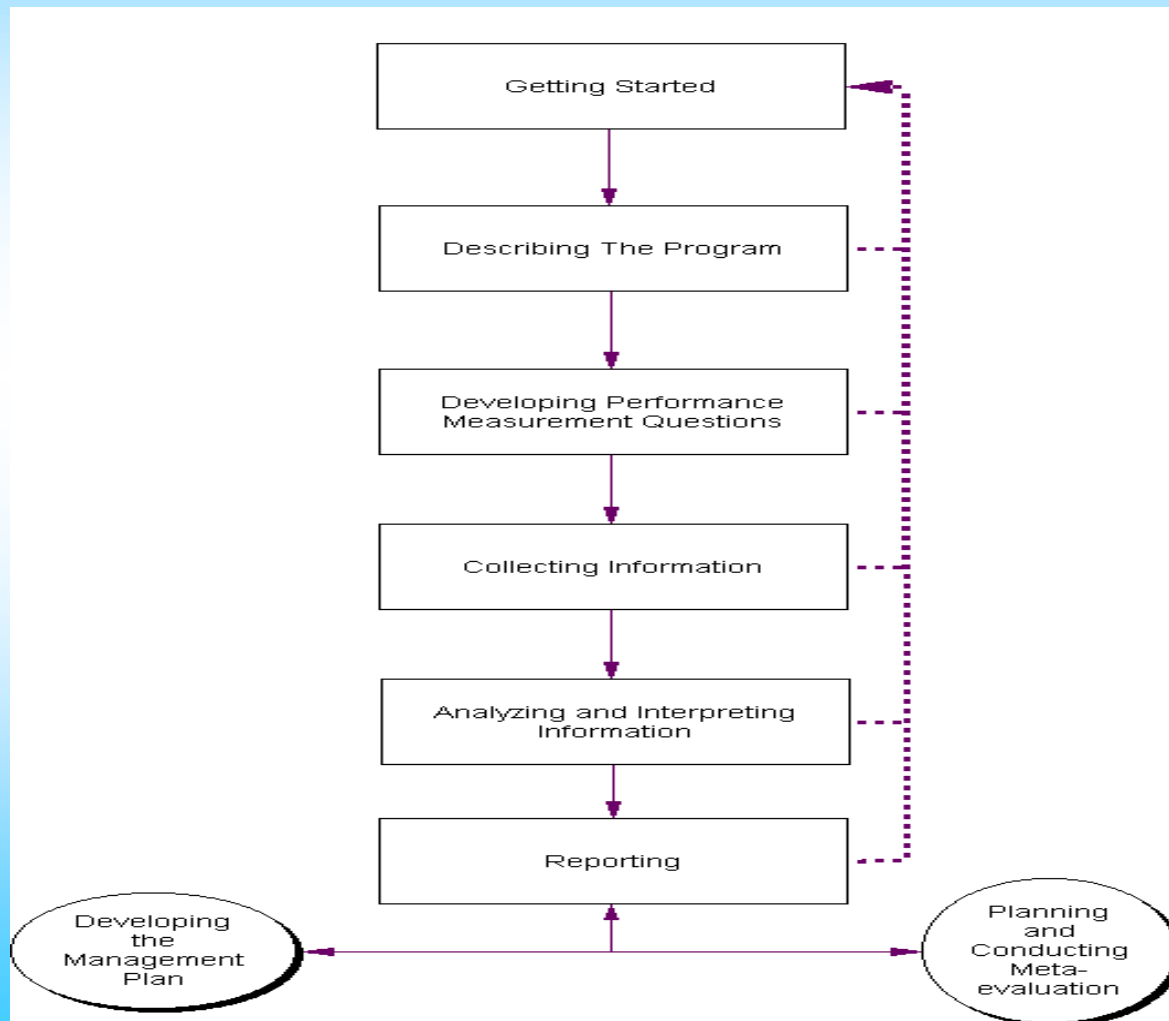


# Session Agenda

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- Introductions and Overview
- Building a Common Understanding of PE
  - *Definitions and perspectives*
- Planning the Evaluation
- Conducting the Evaluation
- Managing the Evaluation

# Steps to Planning and Conducting an Evaluation



# Module 1: Building a Common Understanding of Program Evaluation

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# Evaluation Roles

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- Evaluation Client
  - asks the questions and uses the results of the evaluation
- Evaluator
  - Designs, conducts, reports evaluation
- Evaluation Advisors
  - EPA Staff responsible for providing evaluation consultation services (e.g., OPEI and OPAA staff)

# Program Evaluation Defined

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While program evaluation can take many forms, it is generally described as an individual, systematic study that uses objective measurement and analysis to answer specific questions about how well a program is working to achieve its outcomes and *why*.

The aim is to --

*“decrease uncertainty; Increase understanding”*

# The Lifecycle of a Program and Evaluation

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- Determination of the need for the program
- Program Design
- Program Delivery
- Program End

# Types of Evaluation

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- **Design evaluation** focuses on the program theory – given the program context, is it reasonable to expect the proposed activities will yield needed changes? Is the program conceptually sound?
- **Performance monitoring** provides information on key aspects of how a system or program is operating and the extent to which specified objectives are being attained.
- **Process evaluations** answer questions about how the program operates and document the procedures and activities undertaken in service delivery.
- **Impact evaluation** focuses on questions of program causality.
- **Cost evaluations** address how much the program or program components cost, preferably in relation to alternative uses of the same resources and to the benefits being produced by the program.
- **Diffusion of promising practices** requiring four types of information: outcomes achieved; how the program works; start-up and operational costs; and, the influence of context on delivery and success.

# What can evaluation do for *you*?

## There is life after evaluation!

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- Decision/action oriented
  - Resources – re-allocate; increase, decrease, cease – **LEVERAGE** resources based on data
  - Actions – modify, replace, put more pressure to get strategy right
  - Outcomes – re-define, choose new ones, choose between two programs that achieve the same outcome
  - Performance partners – engage people with similar mission or relevant resources to increase your probability for success.

# What can evaluation do for you?

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- Changing the way people think about your program
  - Build confidence within program
  - Build confidence and support from stakeholders
  - Debunk myths about program
- Increase probability for program success.
- Let people know what they will be missing if they don't fund your program or continue support of your program!

# Two Orientations to Evaluation

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- Accountability Orientation
  - What objectives/outcomes have been accomplished?
- Learning & Program Improvement Orientation
  - What outcomes have been achieved and why?
  - What aspects of my program lead to these outcomes?
  - What roles did context play in my outcomes?

# Module 2:

## Planning the Evaluation

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- I. Getting Started
- II. Describing the Program
- III. Developing Evaluation Questions

# I. Getting Started

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# Steps in the Program Evaluation Process

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- Planning the Evaluation –
  - Involving a broad range of programmatic *stakeholders*
  - Describing the program and context, stating evaluation purpose, identifying the driving and restraining forces for conducting the evaluation.
  - Setting evaluation questions, information required to address questions, and evaluation design.
  - Developing data collection, analysis and reporting plans.
  - Creating a plan to evaluate the evaluation.

# The Evaluation Plan

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- Purpose of the evaluation
- Role expectations for evaluators, program staff, participants, and key stakeholders
- Program description (Logic Model)
- Evaluation Questions

# The Evaluation Plan

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- Evaluation Design, including data collection strategies
- Data analysis plan
- Report plan
- Meta-evaluation
- Management Plan and Budget

# Steps in the Program Evaluation Process

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- Information Collection and Analysis
  - Develop and Field Test
  - Create data storage, management, and analysis infrastructure
  - Collect information
  - Perform analyses.
- Evaluation Reporting
  - Create opportunity for interpretation, findings, conclusions, and recommendations.
  - Identify evaluation audience requirements
  - Disseminate reports according to audience needs.
- Evaluate the Evaluation!

## II. Describing the Program

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# Caution

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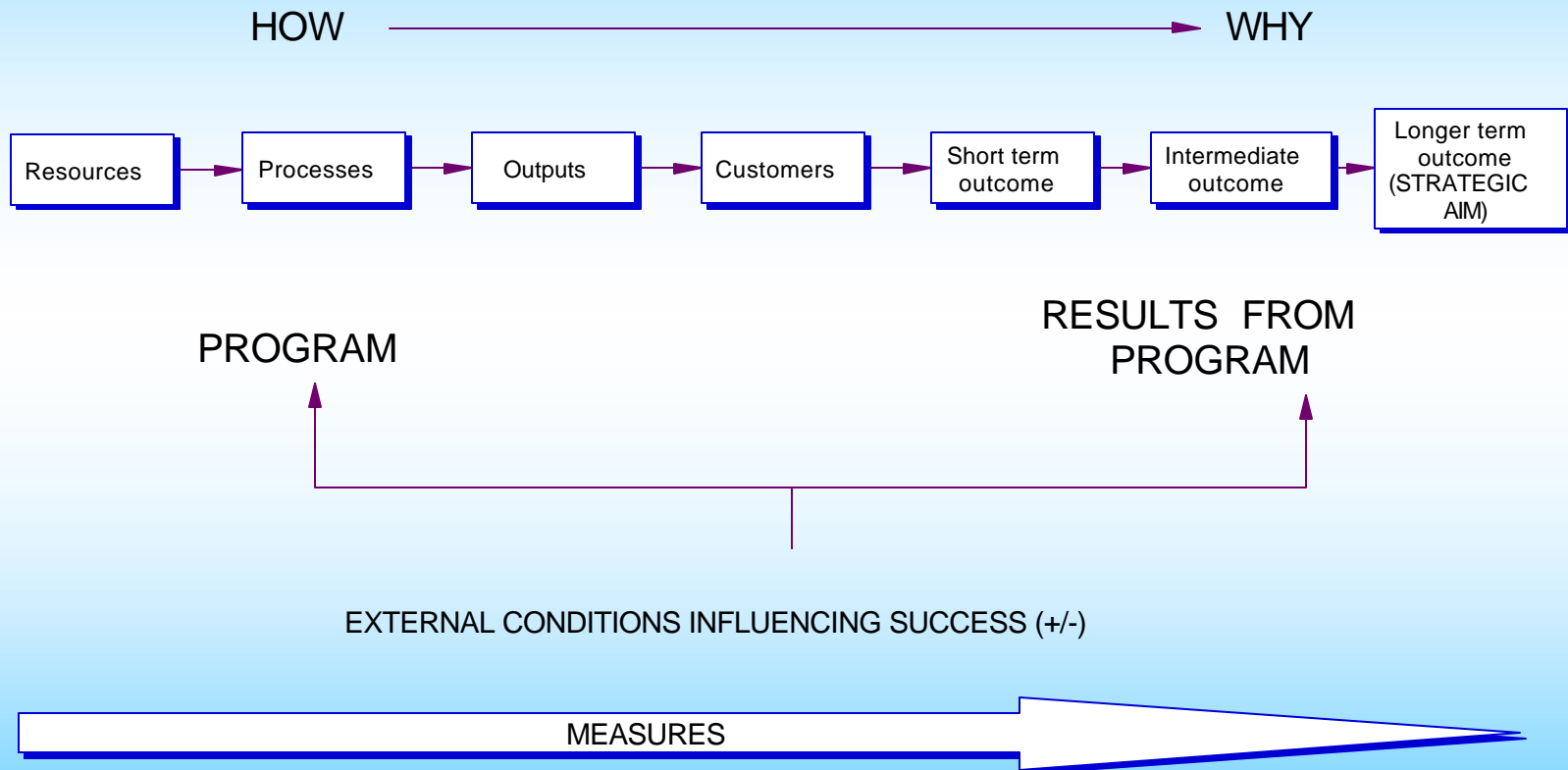
- Why programs often run into trouble –
  - Lack of well articulated, research-based, experience-based theory or road map.
  - Failure to follow the road map during the trip!

*If program planners don't have any hypotheses guiding them, their potential for success is limited as is there potential for learning – the program is probably in trouble!*

- Why evaluations often run into trouble –
  - Lack of well articulated, research-based, experience-based theory or road map!

*The bane of evaluation is a poorly designed program!*

A logic model is a diagram and text that describes the logical (causal) relationships among program elements and the problem to be solved, thus defining measurements of success.



# The purpose of a program logic model from the program staff's point of view ...

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- Communicate the performance story - Builds a common understanding among staff and with stakeholders
  - What is your program trying to achieve, with what resources, through what customers?
  - What is the program niche? Why are the program's proposed results the correct results within the given context?
- Helps staff “manage for results” and informs program design
  - How will its effectiveness be monitored and evaluated?
  - How will you know what works and why?

# Logic Modeling Benefits

Program Elements	Criteria for Program Success <sup>1</sup>	Benefits of Program Logic Models <sup>2</sup>
Planning & Design	Program goals and objectives, and important side effects are well defined ahead of time.	Finds "gaps" in the theory or logic of a program and work to resolve them.
	Program goals and objectives are both plausible and possible.	Builds a shared understanding of what the program is all about and how the parts work together.
Program Implementation & Management	Relevant, credible, and useful performance data can be obtained.	Focuses attention of management on the most important connections between action and results.
Evaluation, Communication, & Marketing	The intended users of the evaluation results have agreed on how they will use the information.	Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.

How Logic Models Better Position Programs Toward Success.

- From Kellogg, 1998

# Steps in the logic model process

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1. Establish a stakeholder work group and collect documents.
2. Define the problem and context for the program.
3. Define elements of the Logic in a table.
4. Develop a diagram of logical relationships.
5. Verify the Logic with stakeholders.

Then use the Logic Model to confirm performance measures, and in planning and evaluation.

# Step 1. Establish a stakeholder work group and collect documents and information.

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## Sources of program documentation

- Strategic and operational plans
- Budget requests
- Current metrics
- Past evaluations, evaluations of similar programs
- Extant theories (e.g., economic, behavioral sciences)

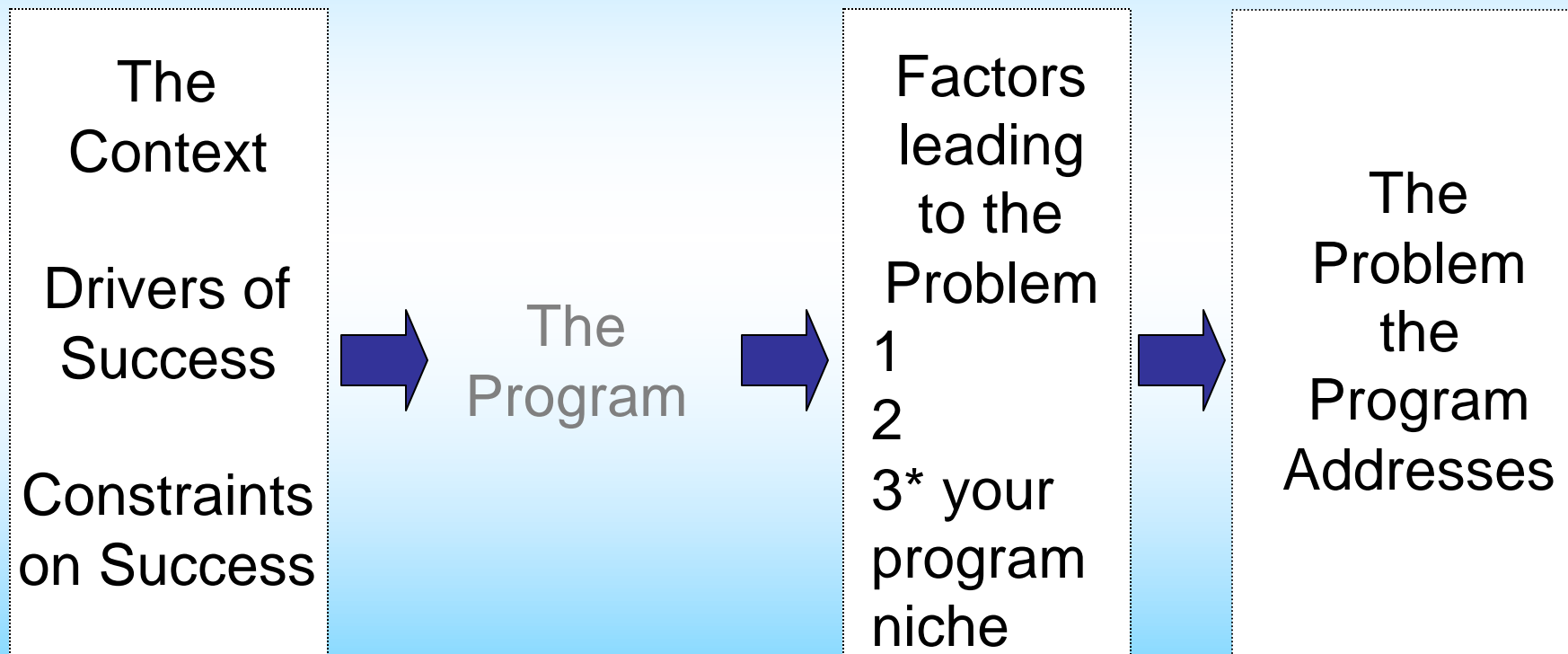
## Interviews

### A stakeholder work group

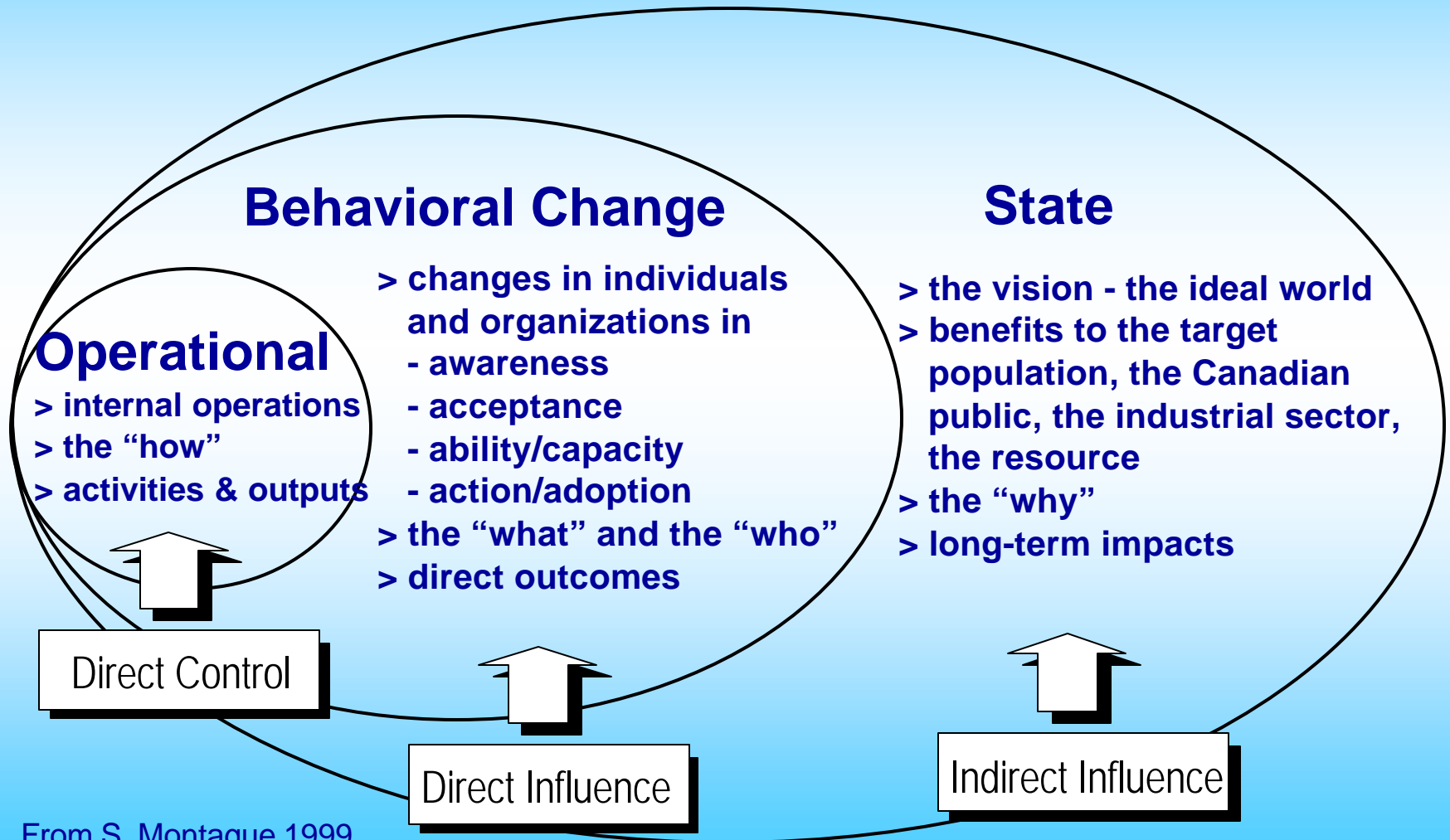
- provides different perspectives and knowledge
- attempts agreement on performance expectations

## Step 2. Define the problem the program addresses and the context.

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# Performance Story Logic -- The Program's Spheres of Influence



From S. Montague 1999

# Step 3. Define the Elements in a Table.

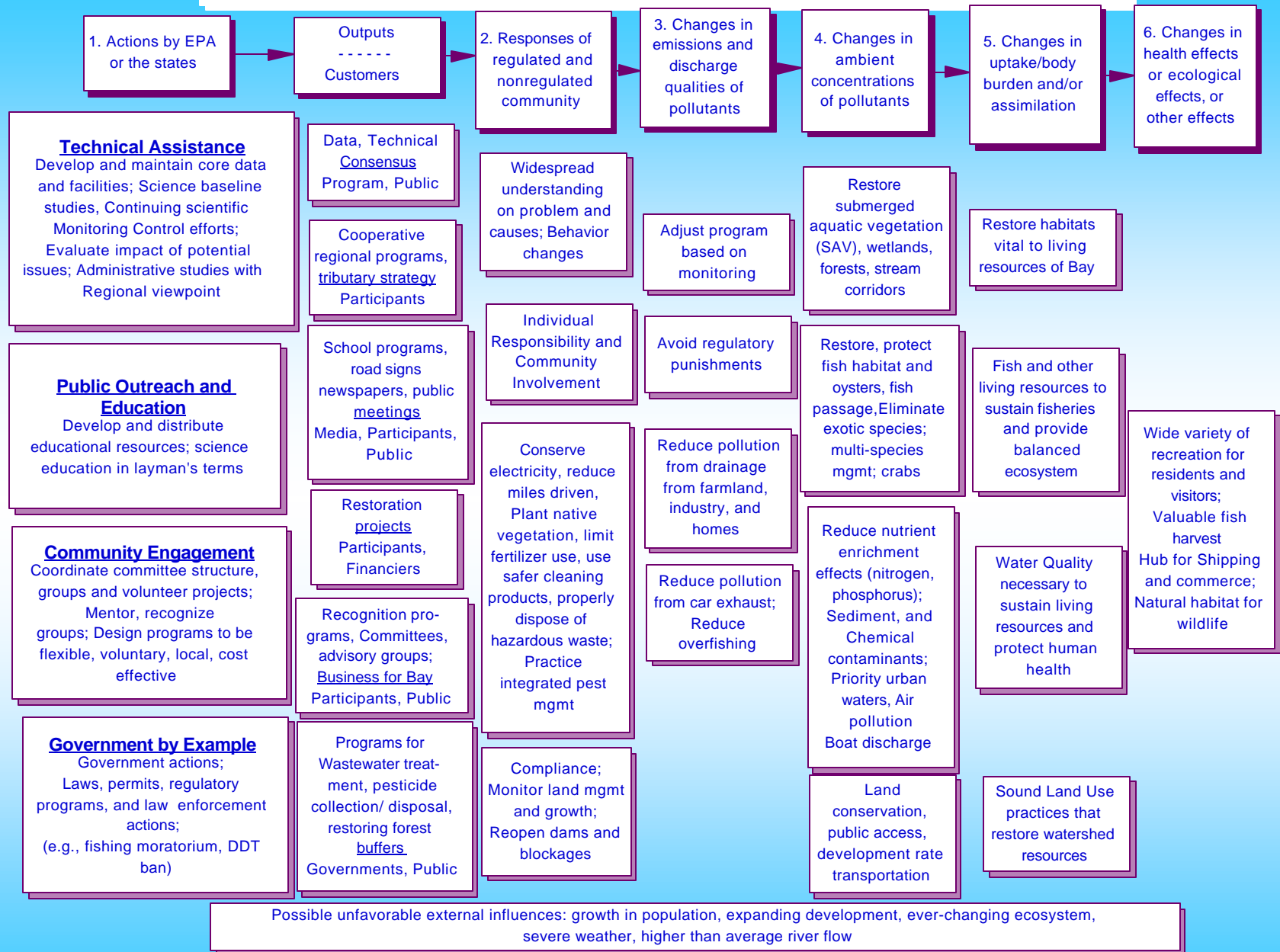
- HOW -				WHAT and WHY		
		WHO		Outcomes		
Resources	Activities	Outputs	Customers Reached	Short Term	Intermediate Term	Long Term
					Program outcomes related to factor(s)	Program impact on the problem

External Influences:

## Step 4. Develop a diagram of logical relationships --Tips

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- There are many different forms of logic model diagrams.
- Logic models, once done, are deceptively simple.
- You may want to have more than one model
  - different levels of detail, different groups of activities, different levels at which performance is measured
  - different stakeholder views, different theories.
- Limit the words in the diagram, but attach more detail in separate charts or a written profile.
- Limit the number of arrows. Show only the most critical feedback loops.



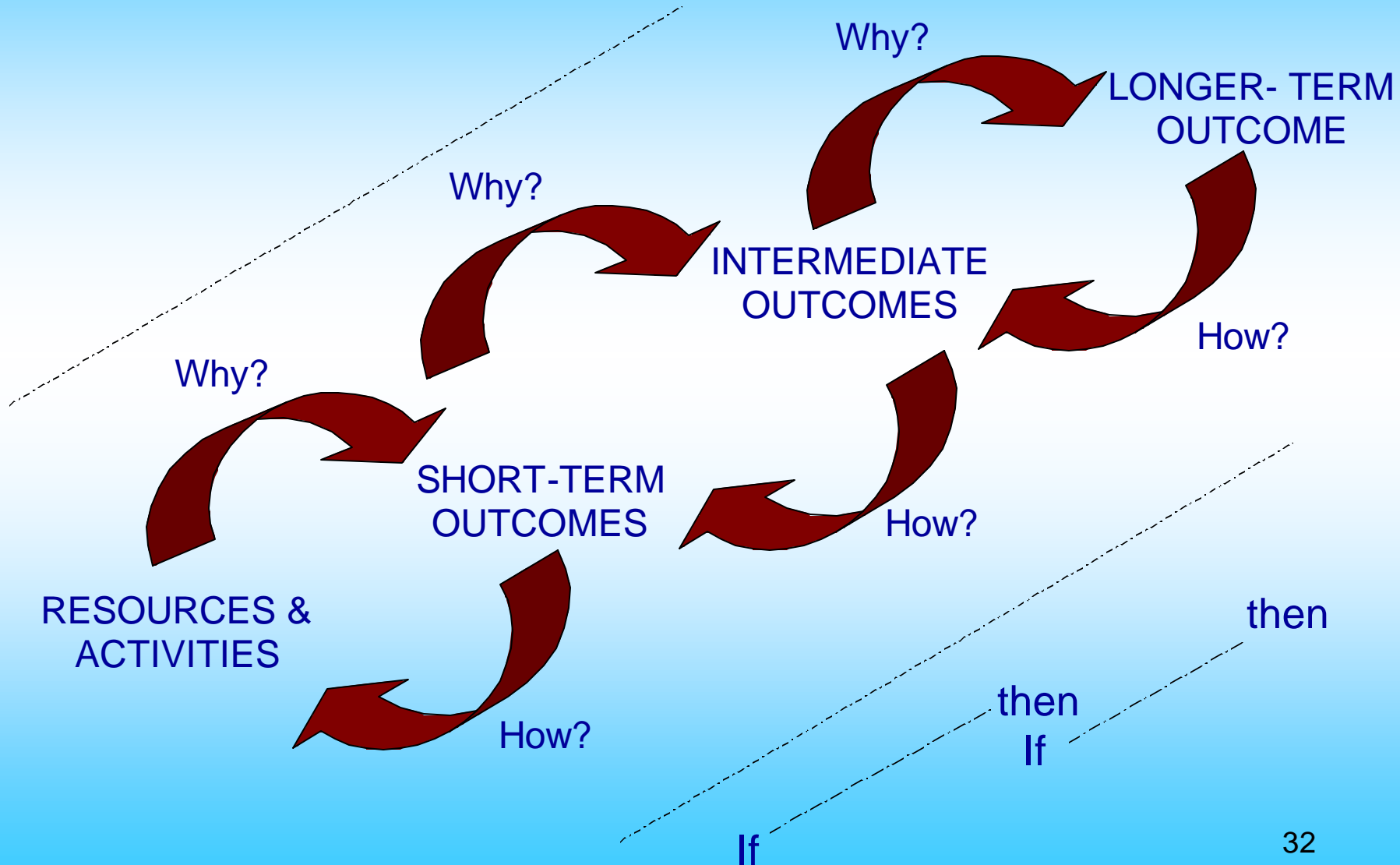
## Step 5.

### Verify Logic with Stakeholders

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- Seek review from the same, or an even broader, group of stakeholders.
- Check the logic - again
  - How-Why Questions. Start with Outcomes and ask “How?” Start at Activities, ask “Why?”
  - If-Then Questions. Start at Activities and move along to Outcomes asking “If this, then that?”
- Compare to what units in the organization do and define their contributions to the outcomes.
- Check the logic by checking it against reality.

# Checking the Logic – The “How-Why” Method



# Logic Modeling Exercise

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Brief application to your project

# How to use a Logic Model Through the Life of Your Program:

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## CLARIFYING PROGRAM THEORY:

1. **PROBLEM OR ISSUE STATEMENT:** Describe the problem(s) your program is attempting to solve or the issue(s) your program will address.
2. **COMMUNITY NEEDS/ASSETS:** Specify the needs and/or assets of your community that led your organization to design a program that addresses the problem.
3. **DESIRED RESULTS (OUTPUTS, OUTCOMES AND IMPACTS):** Identify desired results, or vision of the future, by describing what you expect to achieve near and long-term.
4. **INFLUENTIAL FACTORS:** List the factors you believe will influence change in your community.
5. **STRATEGIES:** List general successful strategies or “best practices” that have helped communities like yours achieve the kinds of results your program promises.
6. **ASSUMPTIONS:** State the assumptions behind *how* and *why* the change strategies will work in your community.

- From Kellogg, 1998

# How to use a Logic Model Through the Life of Your Program:

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## DEMONSTRATING YOUR PROGRAM'S PROGRESS:

1. **OUTPUTS:** For each program activity, identify what outputs (service delivery/implementation targets) you aim to produce.
2. **OUTCOMES:** Identify the short-term and long-term outcomes you expect to achieve for each activity.
3. **IMPACT:** Describe the impact you anticipate in your community in 7-10 years with each activity as a result of your program.
4. **ACTIVITIES:** Describe each of the activities you plan to conduct in your program.
5. **RESOURCES:** Describe the resources or influential factors available to support your program activities.

- From Kellogg, 1998

# How to use a Logic Model Through the Life of Your Program:

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## PROGRAM EVALUATION QUESTIONS AND INDICATORS:

1. **FOCUS AREA:** From your program theory logic model, list the components of the most important aspects of your program.
2. **AUDIENCE:** Identify the key audiences for each focus area. Who has an interest in your program?
3. **QUESTIONS:** For each focus area and audience, list the questions they may have about your program.
4. **INFORMATION USE:** For each audience and question you have identified, identify the ways you will use the evaluation information.
5. **INDICATORS:** Describe what information could be collected that would indicate the status of your program and its participants for each question.
6. **TECHNICAL ASSISTANCE:** Indicate the extent to which your organization has the evaluation and data management expertise to collect and analyze the data that relates to this indicator.

- From Kellogg, 1998

# Checklist for Evaluating Logic Model

Progress Toward Results Quality Criteria		Yes	Not Yet	Comments Revisions
1.	A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Target participants and/or partners are described and quantified as outputs (e.g. 100 teachers from 5 rural high schools).	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g. 30 farmers will participate in at least 3 sessions of program, or curriculum will be distributed to at least 12 agencies).	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The intensity of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher risk participants warrant higher intensities).	<input type="checkbox"/>	<input type="checkbox"/>	
5.	The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher risk participants warrant longer duration).	<input type="checkbox"/>	<input type="checkbox"/>	

# Checklist for Evaluating Logic Model

6.	Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Outcomes address awareness, attitudes, perceptions, knowledge, skills, and/ or behavior of participants.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Outcomes are within the scope of the program's control or sphere of reasonable influence.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	It seems fair or reasonable to hold the program accountable for the outcomes specified.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	The outcomes are specific, measurable, action-oriented, realistic, and timed.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	The outcomes are written as change statements (e.g. things increase, decrease, or stay the same).	<input type="checkbox"/>	<input type="checkbox"/>	
12.	The outcomes are achievable within the funding and reporting periods specified.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	The impact, as specified, is not beyond the scope of the program to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	

- From Kellogg, 1998

# III. Developing Evaluation Questions

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# Evaluation Foci

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- Program Design
- Program Implementation
- Program Impacts
- Program Costs

# Evaluation Questions Across the Performance Spectrum

PROGRAM ELEMENTS	RESOURCES (WE USE THESE)	ACTIVITIES (TO DO THESE THINGS)	TARGET CUSTOMER (FOR THESE PEOPLE)	SHORT TERM OUTCOME (TO CHANGE THEM IN THESE WAYS)	LONGER TERM OUTCOMES (SO THEY CAN DO THESE THINGS)
<b>Evaluation QUESTIONS</b>	<p>Questions about Resources:</p> <ul style="list-style-type: none"> <li>•Do we have enough,</li> <li>•The right,</li> <li>•The necessary level,</li> <li>•The consistency?</li> </ul>	<p>Questions about Activities:</p> <ul style="list-style-type: none"> <li>•Are we doing things the way we say we should?</li> <li>•Are we producing the products and services at the levels anticipated?</li> <li>•According to anticipated quality indicators?</li> </ul>	<p>Questions about customers:</p> <ul style="list-style-type: none"> <li>•Are we reaching the customers targeted?</li> <li>•Are we reaching the anticipated numbers?</li> <li>•Are they satisfied?</li> <li>•Are reaching the right Performance Partners?</li> <li>•Are they satisfied?</li> </ul>	<p>Questions about short term outcomes:</p> <ul style="list-style-type: none"> <li>•Are customers served changing in the expected direction/level?</li> <li>•If so, what did we (others) do to cause the change?</li> <li>•If not, why not?</li> </ul>	<p>Questions about intermediate outcomes:</p> <ul style="list-style-type: none"> <li>•Are customers using the information, knowledge, skill, and/or attitude change, as expected?</li> <li>•With what results?</li> </ul>
External Conditions	What factors might influence my program's success?				

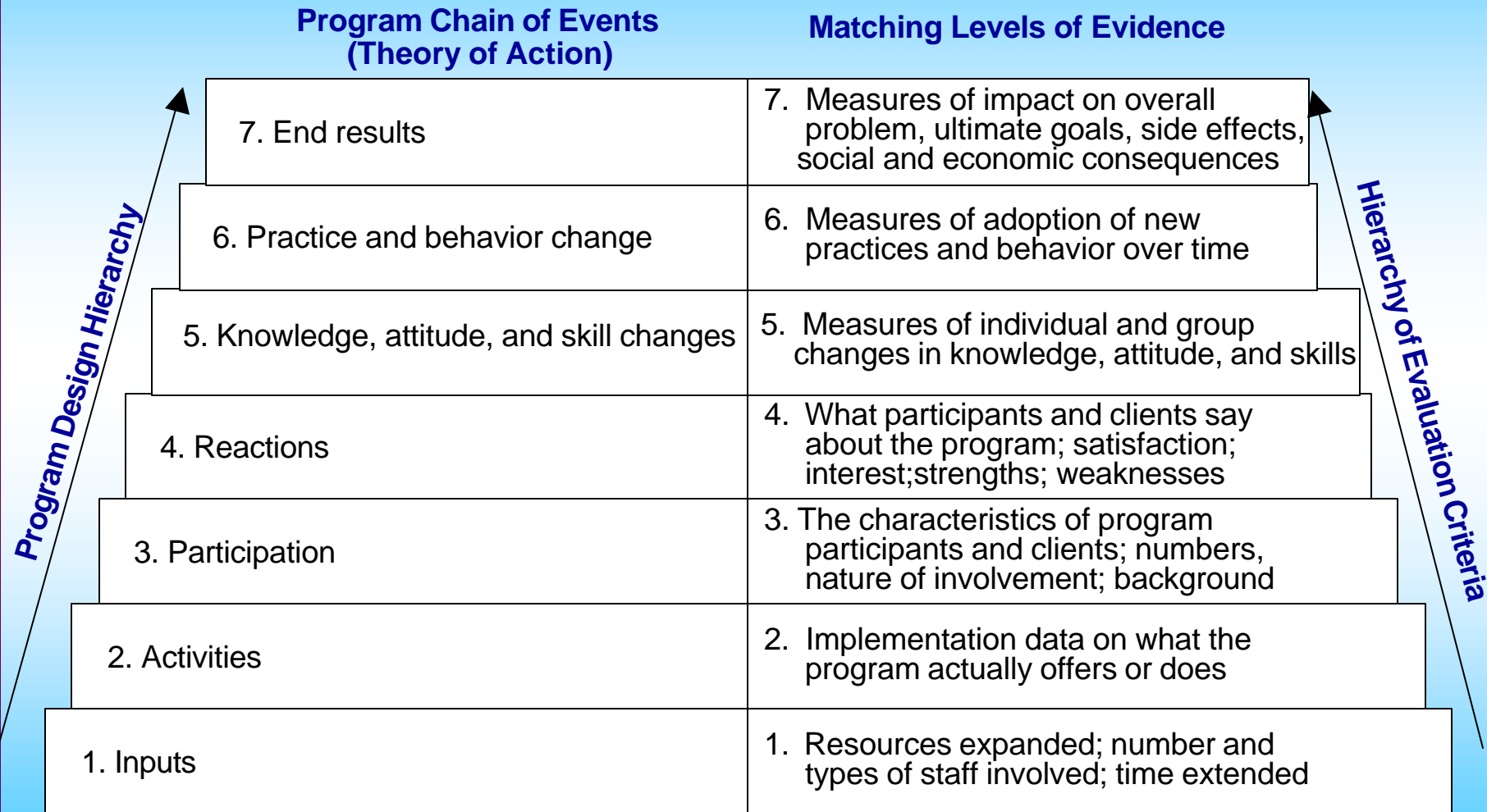
# THE MEASUREMENT CHALLENGE

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- Collect information that will enable program improvement and allow the staff to communicate value, as well as influence new program development.
- Start with Short-term outcome
- Keep an eye on strategic outcome (solving long-term problem/turning the curve!)
- Collect explanatory information on program implementation, customer/partner feedback, and external influences.

# Program Chain of Events -- Theory of Action

## Selecting Measures



# Tips

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- Ground your questions in your program design (Logic Model).
- Keep your audience in mind.
  - How will the evaluation findings be used?
- Look at evaluations conducted on similar projects.
- Keep the evaluation open to enable the identification of unexpected findings.

Exercise:  
Who needs to know what about  
your project?

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What are the central questions  
you need to ask?

# Module 3:

## Conducting the Evaluation

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IV. Collecting Information

V. Analyzing and Interpreting  
Information

VI. Reporting

# IV. Collecting Information

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# Qualitative/Quantitative

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- Qualitative
  - Observations, interviews, document reviews
- Quantitative
  - Data collection through tests, surveys, extant data bases
- Not a question of either, or, but when

# Reaching Information Sources

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- Census
- Judgment Sampling (Purposive)
  - Case studies
- Statistical Sampling (Sampling Frame)
  - Simple Random
  - Stratified
  - Cluster Sampling

# Sample Data Collection Strategies

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# Data Collection Methods

Method	Overall Purpose	Advantages	Challenges
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	<ul style="list-style-type: none"><li>-can complete anonymously</li><li>-inexpensive to administer</li><li>-easy to compare and analyze</li><li>-administer to many people</li><li>-can get lots of data</li><li>-many sample questionnaires already exist</li></ul>	<ul style="list-style-type: none"><li>-might not get careful feedback</li><li>-wording can bias client's responses</li><li>-are impersonal</li><li>-in surveys, may need sampling expert</li><li>- doesn't get full story</li></ul>
interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"><li>-get full range and depth of information</li><li>-develops relationship with client</li><li>-can be flexible with client</li></ul>	<ul style="list-style-type: none"><li>-can take much time</li><li>-can be hard to analyze and compare</li><li>-can be costly</li><li>-interviewer can bias client's responses</li></ul>
documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	<ul style="list-style-type: none"><li>-get comprehensive and historical information</li><li>-doesn't interrupt program or client's routine in program</li><li>-information already exists</li><li>-few biases about information</li></ul>	<ul style="list-style-type: none"><li>-often takes much time</li><li>-info may be incomplete</li><li>-need to be quite clear about what looking for</li><li>-not flexible means to get data; data restricted to what already exists</li></ul>

# Data Collection Methods cont'd

observation	to gather accurate information about how a program actually operates, particularly about processes	<ul style="list-style-type: none"> <li>-view operations of a program as they are actually occurring</li> <li>-can adapt to events as they occur</li> </ul>	<ul style="list-style-type: none"> <li>-can be difficult to interpret seen behaviors</li> <li>-can be complex to categorize observations</li> <li>-can influence behaviors of program participants</li> <li>-can be expensive</li> </ul>
focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	<ul style="list-style-type: none"> <li>-quickly and reliably get common impressions</li> <li>-can be efficient way to get much range and depth of information in short time</li> <li>- can convey key information about programs</li> </ul>	<ul style="list-style-type: none"> <li>-can be hard to analyze responses</li> <li>-need good facilitator for safety and closure</li> <li>-difficult to schedule 6-8 people together</li> </ul>
case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	<ul style="list-style-type: none"> <li>-fully depicts client's experience in program input, process and results</li> <li>-powerful means to portray program to outsiders</li> </ul>	<ul style="list-style-type: none"> <li>-usually quite time consuming to collect, organize and describe</li> <li>-represents depth of information, rather than breadth</li> </ul>

# Tips on Data Collection

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- Field Test!
- Develop a data collection plan
  - For each question, have a strategy that includes method, source, sample selection (if applies)
  - Set data quality expectations for accuracy, completeness, consistency, currency
  - Have a system to ensure quality
    - Standardize definitions
    - Acceptance/edit criteria
    - Integrated data system
  - Lay out a schedule

# Tips on Data Collection

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- It is best practice to gather from multiple sources
- Use one data collection process to meet the needs of multiple evaluation questions.
- Remember one strategy may apply to more than one question
- Weigh the costs and benefits/ advantages and challenges of methods

# V. Analyzing and Interpreting Data

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# Comparative Techniques For Interpretation

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Most performance indicators should be constructed to enable one or more comparisons to other indicators to enhance interpretability and confidence in claims.

- Compare against a prior standard
- Compare data among like programs
- Look for changes across time within the same program
- Compare across diverse program models
- Use statistical modeling to predict expected results

From the Guide for developing performance indicators - National Academy on Public Administration

# Tips on Data Analysis

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- Develop an initial plan
- Take at least as much time for analysis as you took to collect data
- Analysts and those using the analysis need have some training in methods
- Analysis occurs throughout the cycle, not just at the end
- Analysis procedures depend on the level of data (nominal, ordinal, etc.) and type of question
  - Description
  - Correlation
  - Comparison
- Analysis is best done collaboratively
- Creative insights are key

# VI. Report Writing

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# The Aim

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- Involved and active
  - Grabs the audience's attention
- Action oriented – focused on findings and recommendations, less on study design and analyses
- Informs the audience of potential misuses
  - Rush to judgment!

# Types of Reports

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- Personal Reports
- Written Briefing
- Written Report
- Interim Reports
- Internal Memoranda
- Index Cards

# Tips on Display and Reporting

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- Effective data presentation fits
  - Audience and intended use
  - Underlying nature of data and any assumptions
- Target multiple audiences. Find opportunities to present the report.
- Simplify. Pare ruthlessly to key points
- Tailor to audience. Use examples.
- Stay focused on bottom line – possible actions
- Report in many different ways (written, briefing, video, ...)
- Use powerful graphics
- Make helpful recommendations

Source: M. Hendricks in *Handbook of Practical Evaluation*

# Meta-Evaluation

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*Evaluating the Evaluation*

# The Aim

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- Continuous improvement of the *Evaluation Process*.
- Justify the expenditure of evaluation resources.
- Leverage additional evaluation resources.
- Finding promising evaluation practices that can be used again and/or shared with others.

# Meta-Evaluation Foci

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- Design of the evaluation (Technical Adequacy)
- Implementation of the evaluation
- Impact of the evaluation (Utility)
- Cost of the evaluation (Feasibility)

# Guiding Principles

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1. Systematic Inquiry: Evaluators conduct systematic, data-based inquiries about whatever is being evaluated.
2. Competence: Evaluators provide competent performance to stakeholders.
3. Integrity/Honesty: Evaluators ensure the honesty and integrity of the entire evaluation process.
4. Respect for People: Evaluators respect the security, dignity and self-worth of the respondents, program participants, clients, and other stakeholders with whom they interact.

# Evaluation Standards

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- UTILITY
- FEASIBILITY
- PROPRIETY
- ACCURACY

# On-Line Resources

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# On-line Evaluation Resources

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- EPA's Evaluation Support Division Websites. Provides a gateway to evaluation products, tools, resources and other information related to program evaluation.  
<http://www.intranet.epa.gov/evaluate>  
<http://www.epa.gov/evaluate>
- W.K. Kellogg Foundation. Evaluation Handbook. Outlines a blueprint for designing and conducting evaluations, either independently or with the support of an external evaluator/consultant.  
<http://www.wkkf.org/pubs/Pub770.pdf>
- National Science Foundation. User-friendly Handbook for Mixed-methods Evaluations. (1997). Designing, conducting evaluation integrating quantitative and qualitative techniques for outcome evaluations, "practical rather than technically sophisticated"  
<http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm>
- Trochim, W. M. The Research Methods Knowledge Base. Internet WWW page at URL: <http://trochim.human.cornell.edu/kb/index.htm>
- US General Accounting Office. GAO Policy and Guidance Materials. Evaluation synthesis, designing evaluations, case study evaluation, prospective evaluation methods. URL:  
<http://www.gao.gov/policy/guidance.htm>

# Additional On-line Resources

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- <http://dpc.ucar.edu/evaltoolkit/findserv.html>
- <http://www.npres.org/FAQ.htm>  
<http://www.stanford.edu/~davidf/ethnography.html>
- [http://intercom.virginia.edu/cgi-bin/cgiwrap/intercom/SurveySuite/ss\\_index.pl](http://intercom.virginia.edu/cgi-bin/cgiwrap/intercom/SurveySuite/ss_index.pl)
- <http://www.stanford.edu/~davidf/empowermentevaluation.html>
- <http://www.ehr.nsf.gov/EHR/RED/EVAL/handbook/handbook.htm>
- <http://www.bja.evaluationwebsite.org/html/roadmap/index.html>
- [http://www.cdc.gov/tobacco/evaluation\\_manual/contents.htm](http://www.cdc.gov/tobacco/evaluation_manual/contents.htm)

# Additional On-line Resources

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- <http://www.aecf.org/familytofamily/tools.htm>
- <http://oerl.sri.com/>
- <http://www.inetwork.org>
- <http://eval.org>
- <http://www.projectstar.org/star/Library/toolkit.html>
- <http://ctb.ukans.edu/>
- <http://www.pdfforum.org/vrc/>

# Module 4: Managing the Evaluation

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VII. Things to Consider

VIII. Working with the Contractor

# VII. Things to Consider

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# Things to Consider

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- Don't rush the set up/scoping portion of the evaluation. Spend the time needed to define specific project deliverables, roles and responsibilities.
- Be realistic about time and resource (staff, \$\$) constraints that will influence the scope of the evaluation.
- Don't be afraid to narrow the scope of the evaluation for fear of not capturing every aspect of the program of interest.
- Secure management buy-in prior to undertaking an evaluation.

# Things to Consider

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- Involve management early on in framing the scope of the evaluation to help avoid changes in project goals and direction later.
- Be aware of cultural and political sensitivities associated with projects.
- Ensure consistent and extensive involvement by at least one EPA staff person.
- Communicate the results to all stakeholders routinely so there are no surprises in the end.

# Things to Consider

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- Select (if possible) contractors that have evaluation experience and subject matter expertise is ideal and can be invaluable.
- Choose a contract vehicle that allows uninterrupted service and access to contractors and consultants with evaluation expertise. It is important to ensure that an appropriate contract vehicle exists to avoid unnecessary delays in the evaluation.

# VIII. Working with the Contractor

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# Working with the Contractor

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- You will be working with OPAA's contractor, Industrial Economics, Inc.(IEc), or one of its subcontractors
- Over the past two plus years, IEc and its subcontractors have conducted approximately 20 evaluations, at HQ and regional level

# Working with the Contractor

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- In working with IEc, programs have used different approaches ranging from
  - direct involvement in the evaluation design and implementation to
  - a hands- off approach, looking for IEc to conduct the review and report back to them

# Working with the Contractor

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- Our experience indicates that direct involvement by the program office leads to a better report that is more likely to meet the needs of the program and whose recommendations are more likely to be implemented

# Working with the Contractor

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- IEc has developed an approach to designing the evaluations that includes close coordination with the project manager in the following steps:
  - Identifying program and evaluation goals
  - Developing the logic model
  - Drafting an outline for the final report
  - Identifying data needs
  - Collecting and analyzing data
  - Drafting and finalizing report

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- The EPA manager can play a key role facilitating data collection and ensuring close coordination with his/her supervisors and other key stakeholders
- To ensure objectivity, IEc takes responsibility for the evaluation's conclusions and drafting the final report.